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C I R C U L A R

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Castleton Seminary,

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RUTLAND COUNTY

GRAMMAR SCHOOL.

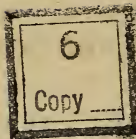


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C I R C U L A R.

One year having elapsed since the Rutland County Grammar School assumed a new and enlarged form, under the joint superintendence of Messrs. Walker & Clark, the Trustees feel it due to the public, to the teachers and to the school, to state the result of the last year's experiment; and to make such suggestions as experience dictates. The success of the school has exceeded our most sanguine expectations. The whole number of scholars, that have attended during the year, is two hundred and eighty-two; the largest number at one time, was one hundred and sixty; the average number, one hundred and twelve; while the greatest number in attendance the first quarter was but sixty. These statements alone speak well of the increased and increasing confidence of the public in the school. From our own observation of the management of the school, the method of teaching &c. &c., we feel entire confidence that it has been well sustained; and we are confident that it will continue to be well sustained.

It was foreseen, at the outset, that it would be no easy matter to plan and put in successful operation, a school which should meet the wants and expectations of the present time. At the commencement, much anxious solicitude was felt for the result. But the past year has increased our confidence. We now fondly hope, that, having toiled through the difficulties of one year, with the help of our present vantage ground, and the benefit of past experience, our continued efforts will secure to the school a character and permanence that will make it a blessing to this section of country, to the land and to the world.

The Teachers will continue in their respective departments as formerly, with the exception of Mr. Walker, who leaves the school at the close of the year. This was

not unexpected. Not designing to make it a permanent business, he gave us no encouragement for more than one year. He now flatters himself able to resume the work of the ministry. The superintendence rests now upon Mr. Clark, whose experience and success in teaching, gives security that the school will be managed with the same skill and propriety as before. All the assistant Teachers are persons of experience and tried qualifications.

We wish, however, that parents and friends of education would not forget that many difficulties oppose themselves to an enterprize of this kind. After all our carefulness, and labor and expense, we boast not perfection. The object at which we aim is high and important, and cannot be attained without the co-operation of the public. That the friends of education may exert all the healthful influence of interested and zealous supporters, it is important that they understand the views of those who have charge of the school, together with the sources of difficulty; and that they act with reference to them. Parents and guardians are, to some extent at least, alike responsible with the supervisors and teachers of a school, for the character it sustains. The following communication addressed to us by the Principal of the Seminary, will exhibit this matter more clearly. Convinced of the importance of the suggestions which it contains, we have thought best to send it out in this form, soliciting for it the careful examination of parents, guardians and friends of education. The views it contains are substantially our own. The reasons for expressing them will be obvious to all who read them. We commit them to the public, and recommend to their patronage the Institution of which we have the honor to be Trustees.

By order of the Corporation.

ZIMRI HOWE,	}	<i>Committee.</i>
SELAH H. MERRILL.		
JOSEPH STEELE,		

*To the Trustees of Rutland County Grammar
School.*

GENTLEMEN,

As the responsibilities of Castleton Seminary are about to fall upon me as its Principal, I have been induced to communicate to you my views upon several topics intimately connected with the character and success of the institution. Some of the things I shall mention, may seem of little moment to those who have never felt their importance; but to an experienced teacher, they will not appear as trifles. The responsibilities of an educator, do not stop with simply imparting an amount of knowledge, and restraining the outbreaks of violence and disorder, during the period allotted to study. They take hold of the most secret windings of individual, social and public interest. The heart, the social and moral feelings, are to be educated as well as the mind. It should be the untiring effort of every educator to lay broad and deep the principles of right and wrong.

The success of an institution, in a great measure, depends upon the course adopted by its trustees. Their careful deliberations, followed by prompt and vigorous effort, may raise it, or their luke-warm indifference sink it to the dust. I take upon me the responsibilities of the institution, with the confident expectation, that the board will ever be ready to second any effort, and prosecute any measure I may propose, and which shall, to them, seem practicable, and for the interest of the Seminary. With these views, I make the following suggestions, hoping that they may lead to the adoption of measures calculated to secure the greater prosperity of the institution.

I have arranged my thoughts under several distinct heads.

I. GOVERNMENT.

"ORDER IS HEAVEN'S FIRST LAW."

To secure this, in a collection of youth, so deversified in their dispositions, ages and early associations, is not always easy.

There are two modes of managing this part of education; the compulsory and the persuasive. One attempts to accomplish its object by bars and bolts, rods and stripes; the other, by influence. Both of them are necessary in their place, according to the age and character of the pupil. The former, viz. force, answers for the blind despotism of the camp or navy, but not to train youth for the social duties of an enlightened, independent republicanism. In a school, it should be applied only where reason is immature or enfeebled, or where the feelings and habits are so debased that reason and conscience have ceased to act, and where the exigency of the case demands a sudden remedy.

Persuasion is of two kinds. That which appeals to interest and passion, and that which appeals to moral sense. The former is next to force, and should be a last resort. It is precisely calculated to nurture that worst of all passions, that never sated thirst for distinction, which, more than any other, threatens the best interests of our country. This, it is the business of education to repress, and not to cherish, and fan to a flame. A second kind of influence, is that of moral suasion. By this, the pupil is led to obey because it is *right*; and to fear to disobey, because it is *wrong*. Its rules are few and simple, its rewards and penalties the legitimate fruit of obedience or transgression.

This is the principle I would adopt as far as the age, disposition and habits of the pupils will admit. When conscience is enlightened, and has not lost its efficacy.

DO RIGHT,

is my only rule; the pupil's own conscience my tribunal; and, *Is it right?* my only argument.

This renders it necessary, at first to instruct pupils as to things right and wrong. As a general principle, those things are improper, which in any measure retard a scholar's own progress, or diminish the progress and happiness of others. This gives an almost invariable criterion by which to determine whether a thing is proper or improper. When there can be a doubt, let the scholar ask himself,

Will this aid me in the acquisition of knowledge, or will it diminish in any degree the happiness of others ?

I shall, however, state some things, which experience has proved useful, and some which have proved decidedly injurious.

II. SCHOOL ROOM.

Those who study in the school room, should be in their seats when the bell for study hours ceases to ring ; and remain there, except for recitation, while the study card is up. When the study card is down, if they have any question to ask, or book to procure or return, it is right they should do it then, and *at no other time*. During study hours, it is improper that scholars should whisper, or talk, or sit idle, or do any thing, by which the peace of others would be disturbed. Whispering and talking in school, is a root of evil, which should be put down and driven out, at every corner. It is a species of impropriety, which always denotes a bad heart, or gross ill-breeding. It is improper that any scholar should occupy any other seat than his own, or exchange that, without special permission. No scuffling, or noise, or rude sport should be indulged in the school-rooms, or any part of the building.

III. ATTENDANCE.

Without a regular and punctual attendance on all the appropriate exercises of school, it is in vain to hope for improvement.

There are several existing evils under this head, which demand special attention. If parents place their children under my tuition and demand improvement, I must demand their punctual attendance on all the exercises of school, as a *right*. There is no more propriety in their being detained at home during the hours of school, without my permission, than if they were engaged to work for me and receive a compensation. Parents pay me for teaching their children, and expect an equivalent. Now there are some day scholars, who, uniformly, as often as every other day, come into school half an hour, or an hour, after study hours have commenced. When they are interrogated as

to the cause of their tardiness, they say 'father wanted me, or mother wanted me'—'I had to go of an errand'—'I had to bring wood or get water.'—In the afternoon, I am constantly annoyed by, 'the folks wanted I should come home at three o'clock.' Sometimes a boy is absent an afternoon. On enquiring, he has been fishing or hunting, or staid at home, but the teacher's mouth is stopped by, 'Father or mother said I might.' Thus some scholars actually lose more than one-fourth of their time. But the evil does not stop with simply the loss of time. The scholar appears at recitation without his lesson. Thus the time of recitation is thrown away; the scholar gets behind his class, loses all courage, and sinks down into a perfect indifference, whether he improves or not, and his whole time is lost, and worse than lost, for it will require more than one term of faithful effort to overcome the bad habits which are the legitimate fruit of such a course, if they are ever overcome. Yet the parent expects a full amount of improvement, and if it is not made, the teacher is in the fault, or the school is good for nothing. This is unreasonable; it is unjust. If the parent demands improvement, the teacher may of right, demand the time of the children.

There is another evil in the attendance of pupils, from which we suffer, or rather they suffer, serious injury. Parents living within ten or twelve miles, frequently give their children permission to spend the sabbath at home. To this, I have no serious objection, if it can be done without the loss of time. But the scholars are frequently called for on Friday afternoon, and do not return till the next Monday at noon. Two or three such goings home are sufficient to destroy the improvement of a whole term. This cannot, in ordinary cases, be permitted. Those who go home to pass the sabbath, *must not go till Saturday noon, and must be present before study hours on Monday morning.* We cannot teach scholars at home.

IV. RECITATION.

It is improper that any scholar should be absent from recitation, whether the lesson is obtained or not, except in

case of sickness ; or to give the getting of one lesson as an excuse for not having another.

V. PRAYERS.

All the pupils, whether boarding in the Seminary or not, are expected to be present at morning and evening prayers, unless previously excused.

Those who board in the Seminary, should be present at family prayers, at eight o'clock in the evening. Ordinary circumstances are not expected to detain them. If friends are calling, it is proper to invite them to attend also.

VI. PUBLIC WORSHIP.

When parents bring their children, they should select the church they wish them to attend, and at that place they should be found every sabbath. The impropriety of leaving this to the caprice of children, or of imposing the responsibility of a decision upon the teacher, will be seen by one moment's reflection.

VII. LEAVING THE YARD.

We hope always to have the means of rational amusement and enjoyment within our own establishment, so that scholars will not be under the necessity of going abroad for it. Many parents send their children here to prevent their associating with improper company, and to remove them from temptation. It is not unfrequent that they make the very judicious request, that they should not leave the yard, without the knowledge of a teacher. If some are placed under this restriction, all must be ; and no reasonable young gentleman or lady will feel it burdensome. They come here to *learn*, and not to gad about the streets, or lounge in the taverns and stores. A freedom to do this, has ruined many a youth, and withered the fondest hopes of many a doting parent.

VIII. VISITING AND RECEIVING COMPANY.

This topic I would have left for particular instruction to the pupils when present, but for the wish that my views and practice may be perfectly understood, both by the pupils, and their friends. What I have to say, relates more particularly to the female part of the institution.

If I rightly understand the purpose for which young ladies come to this Seminary, it is for mental and moral improvement. Their parents and guardians do not send them here to be playthings for gallantry, nor to spend their time in preparation for large parties. Where this is indulged, mental improvement is out of the question. I deem it improper that young ladies at school from home, go abroad to ride, or walk, or attend large parties, unaccompanied by their teachers, or parents, or some relative. In this thing, a "veto" must extend to every case, or there can be no restriction. The importance of this, every reflecting parent may understand, yea, they do understand, for they frequently say to me, "remove this restriction and we will remove our daughters."

There is no objection to scholars going out, two or three at a time, to pass a few hours, or to cultivate an acquaintance with our village friends; always returning *before dark*, and never on such account, being absent from recitation.

It is improper that our pupils should receive calls in study hours, or after 9 o'clock in the evening. At other times we are always glad to see our friends.

The aim of all our deliberations and restrictions, is to secure for our pupils the greatest amount of improvement, external, intellectual and moral. Our all-absorbing object is, their happiness, present and future.

Every years experience confirms me in an opinion, which, at first, I received with some hesitation, viz. that, while a school embracing both sexes, has many things to render its proper management difficult, yet it has decided advantages more than sufficient to counterbalance every evil. A school should be, near as possible, a world in miniature, where the finger of a faithful teacher constantly paints out and rebukes its evils, while he encourages and prompts to those acts of kindness and benevolence, which give to society its cheerfulness and vivacity.

The occasional association of the different departments in such a School, under the eye of a teacher. cannot but exert a happy influence in softening and refining the

feelings, and forming those habits of deportment so necessary to success in the world.

Though in one sense the two departments should be as distinct, as if in separate buildings, yet in another sense, they should be as one family, and as such, meet at their meals, at family prayers, in the evening walk, the occasional ride or holy-day sport; in all of which the teachers should participate, that lessons of wisdom and propriety may be associated in the recollection of their happiest moments.

IX. COMMON PARLOR.

A room is provided, always warmed and lighted, where scholars may see their friends. If any wish to invite their friends to the music room, permission can always be obtained at proper times; but the music room is not a place for visiting.

X. ROOMS.

No scholar is expected to study at his room. without *permission*, and all young scholars should study in the school-room. *During study hours, no scholar should be absent from his room*, or be otherwise occupied, than in getting his lessons. A repetition of this impropriety, will show that a scholar is either incapable of governing himself, or that he has indolent habits, which would be better corrected in the school room.

No scholar should change his room, or any thing in it, without permission. Every scholar should consider himself responsible for every impropriety in his room.

XI. MEALS.

We have three meals in a day, and but three. All eating between meals is properly dispensed with. Scholars should be punctual at their meals, or *wait till the next meal-time*. When friends are calling upon our scholars at meal-time, we should be happy to have them invited to the table. It is proper that previous notice be given to the lady, who presides at the part of the table where they sit.

When pupils are in ill health, we wish them, *freely*, to make known *all their wants*, and no effort will be spared to supply them, (if reasonable,) and to do every thing for their comfort. In this thing, however, we shall always ex-

pect that unnecessary trouble will be avoided; and that they will yield *cheerfully* to our suggestions, as to what may, at such times, be thought proper or improper,

XII. CLOTHES.

It is important that scholars should be provided with umbrellas and suitable shoes for wet weather. No young lady should come without a pair of *tight leather shoes*, and in the fall, winter and spring terms, over-shoes.

Every article of clothing should be *neatly* and *intelligibly* marked. When this is neglected, we shall expect to hear no complaint if clothes are lost.

XIII. BOARDING PLACES.

Another evil, of which I wish to advise parents, is the improper selection of boarding places. Every judicious parent will see, at once, that the company, the scenes and temptations incident to a public house, render it a place ill adapted to promote studious habits. Upon this subject experience tells a sad tale. In many institutions pupils are not allowed to board at a public inn, on any account whatever.

From a review of the past year, I am full in the conviction, that taking the scholars from abroad, as a mass, those who have resided in the Seminary, have made one-third more improvement, than those who have not. This may be accounted for, from the fact, that some scholars, as they say, wish to board *from* the Seminary, that they may "know what is going on." Now we do not expect those will learn much, who care more about "what is going on" in the street, than in the school-room. If parents expect me to benefit their children, I expect they will leave them under circumstances in which I can control them. Otherwise, I do not hold myself responsible.

XIV. POCKET-MONEY.

Frequent evils arise from entrusting to young pupils too much spending money. All judicious parents of young scholars, will put into my hands the pocket-money for their children, and require of them, through me, an accurate account of the manner in which every cent is expended. When parents do not comply with this suggestion, I cannot be responsible for the evil consequent upon such neglect.

XV. RETIRING AT NIGHT.

The habit of keeping late hours at night, is ruinous to both body and mind. It is expected that every light will be extinguished by quarter past ten, except in case of sickness or some peculiar necessity, when permission can be obtained.

XVI. DAY SCHOLARS.

It should be remembered by the day scholars, that all the building above and below the floor upon which the school rooms are is a private dwelling; of course they will not visit other parts of the building without permission.

XVII. CONCLUSION.

I have long considered it a desideratum to have some means by which parents and guardians may understand precisely the progress and standing of their charge. For this purpose, I have constructed the following plan of report. This will show at a single glance the studies pursued, the character of each recitation, together with the attendance and deportment for every day. (*See page 14.*)

I propose to have four of these struck upon a sheet of paper, which at the close of every month, shall be filled up, and with such remarks as may be necessary, and sent to the parents or guardians of every pupil. This will, however, be attended with a trifling expense, for which, it is presumed, every parent will cheerfully pay.

Thus, Gentlemen, have I hastily sketched a few things, which, through you, I wish to communicate to those who may hereafter become my pupils, and through them, to their parents & guardians. I now submit it to you, hoping by means of this and your own deliberations, you may devise such measures as shall be well adapted to render this institution the pride and admiration of our citizens, and the sure pledge of virtue and morality.

I am,

Gentlemen,

Your o^{bt.} servant,

L. F. CLARK.

Castleton, May 20, 1834.

CASTLETON SEMINARY.

Report for the week commencing	STUDIES.						ABSENT.				MISDEMEANOR.			
Ending	Reading,	Composition.	Declamation.	Extra.	School-room.	Recitation.	Prayers.	Church.	School-room.	Room.	Recitation.	Prayers.	Church.	Gen. Depor't.
1834														
1834														
Wednesday														
Thursday,														
Friday,														
Saturday,														
Sunday,														
Monday,														
Tuesday,														
<i>Required.</i>														
<i>Obtained.</i>														

EXPLANATION.—Under Studies, 4 denotes a satisfactory recitation; 5 or 6, superior; 2, lesson half got; 0, failure without a reasonable excuse; if there is a blank, look under absence; for the same day, xx. denotes excused; 4, absence without excuse; 1, tardy; 2, absent through half the recitation; 3, under misdemeanor, denotes decided misconduct; 2, a smaller degree; 6, more flagrant misdemeanor.

NOTICES.

Castleton is situated upon the great stage road from ~~Albany~~ to Burlington & Montreal via Middlebury at its intersection with the line from Whitehall and Boston, through Rutland. This affords a daily communication with all these places. It is 75 miles from Albany, 14 from Whitehall, 30 from Middlebury and 10 from Rutland.

The Seminary is situated in the most pleasant and healthy part of the town. The building is thought to be one of the best in New England. It is four stories high, (including the basement,) 160 feet long and has more than 100 rooms. There are two large school-rooms, three recitation rooms, a Philosophical room, a Laboratory, and an exercise room, which extends the whole length of the building.

There is in the Seminary an extensive Chemical and Philosophical apparatus, and Cabinet of minerals, an Herbarium of plants, and a well selected library of nearly 500 volumes.

Scholars may board in the Seminary, and sit at the same table with the Principal and other teachers. Special effort is made to promote the happiness and improvement of those who reside in the family.

The Academical year is divided into four terms of *eleven* weeks each, commencing as follows.

Winter Term	second	Wednesday of December.
Spring Term	first	" of March.
Summer Term	first	" of June.
Fall Term	second	" of September:

TUITION.

Common English Branches, <i>per term</i>	- - -	\$3 00
Ancient languages and the higher branches of English studies	4 00	
French, (Extra,) - - - - -	2 00	
Music, (extra,) including use of instrument, - -	9 00	
Tuition to be paid <i>in advance</i> .		

BOARD.

Those who board in the Seminary are charged each as follows:—

Board, <i>per week</i> - - - - -	\$1 17
Room rent without furniture, <i>per term</i> , - -	1 50
Do. with furniture " - - -	3 00
Washing, <i>per dozen</i> , - - - - -	37 1-2

Two are expected to occupy one room; but if the rooms are not all occupied, a scholar may room alone by paying \$1 00 additional rent.

No deduction is made for absence, except in case of sickness. No bills of tuition made for less than a Term.

All scholars on leaving the school, are expected to take their bills, otherwise they will be charged tuition till they are regularly dismissed.

Every scholar is made responsible for all damage done to his or her room, or furniture.

Scholars are taken by the year at \$100, including all expenses except music and French. books and clothes.

BOOKS.

Books and Stationary may be purchased or hired at the Seminary. Scholars will do well to bring any books they may have at hand. If not the same as used in the Seminary, they may be convenient for reference.

STUDIES AND LECTURES.

It cannot be expected that a whole course of English education shall be carried on at once, and that lectures be repeated upon the same studies every term; hence it is necessary to assign particular portions of the year, in which certain subjects shall be pursued. Some of the studies are arranged as follows.

WINTER TERM.	{ Natural Philosophy, Intellectual Philosophy, Geology.
SPRING TERM.	{ Chemistry, Mineralogy, Natural Theology.
SUMMER TERM.	{ Natural Philosophy, Moral Philosophy, Botany.
FALL TERM.	{ Chemistry, Evidences of Christianity, School Teaching.

Lectures are given every day during the first two weeks of each term, upon the subjects of grammar and geography. The other subjects are accompanied with lectures during the terms to which they are assigned. In all instruction, special reference is had to the business of life. The preparation of *teachers* is one prominent object, and kept constantly in view.

At stated periods the scholars are exercised in Reading, Composition, Speaking, and the classical department, in translating Greek and Latin to English, and English to Greek and Latin. The latter we deem an important exercise.

WOODBIDGE SOCIETY.

A society has been formed among the members of the Seminary, called the Woodbridge Society. In this Society, teachers and scholars meet on common ground, and mutually share its offices and responsibilities. Its meetings are held once a week. All the members lecture upon some subject connected with the studies of school.

LYCEUM & LIBRARY.

The Trustees have established a Lyceum in connection with the Seminary. Its lectures are given by the teachers, and gentlemen from the village, or abroad. Scholars may become members of the Lyceum, and enjoy all its privileges by paying 25 cts. per term.

There is also a Library of nearly 500 volumes kept in the Seminary, to which access may be had by paying 25 cents per term.

STUDY HOURS.

During the Winter, Spring and Fall Terms *study hours* are from 9 o'clock A. M. to 12, and from 1 1-2 to 4 1-2 and from 7 to 9 P. M.—in the Summer Term, from 8 A. M. to 12, and from 2 to 5 P. M. During study hours, scholars are not expected to be absent from their appropriate study rooms; nor, in *ordinary cases* to receive "calls." No calls after 9 o'clock in the evening.

CHARITY FUND.

The Institution has a fund devoted exclusively to paying the tuition of pious young men having in view the Gospel ministry.

It is desirable that scholars from abroad board in the Seminary.

ZIMRI HOWE, *Secretary*.



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